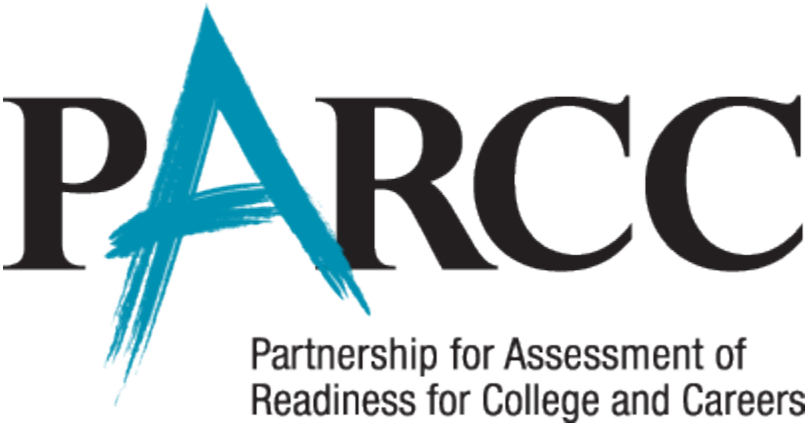

PARCC Model Content Frameworks for English Language Arts/Literacy

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INTRODUCTION TO THE PARCC MODEL CONTENT FRAMEWORKS FOR ENGLISH LANGUAGE ARTS (ELA)/LITERACY

Purpose for the Model Content Frameworks for ELA/Literacy

As part of its proposal to the U.S. Department of Education, the Partnership for Assessment of Readiness for College and Careers (PARCC) committed to developing Model Content Frameworks for English language arts/literacy (ELA/Literacy) to serve as a bridge between the Common Core State Standards and the PARCC assessments.[1]

The PARCC Model Content Frameworks were developed through a state-led process that included ELA content experts in PARCC member states and members of the Common Core State Standards writing team. The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. They illustrate one of a number of ways the standards could be organized over the course of the school year and are designed with the following purposes in mind:

- supporting implementation of the Common Core State Standards, and
- informing the development of item specifications and blueprints for the PARCC assessments in grades 3–8 and high school.

The Model Content Frameworks are intended to be dynamic and responsive to evidence and on-going input. As such, PARCC hopes they will be used by educators for the remainder of the 2011-2012 school year. In the spring of 2012, PARCC will again solicit feedback on the Model Content Frameworks, and a refined version will be issued to incorporate feedback as needed. In this way, the Model Content Frameworks can evolve to reflect the real-life experiences of educators and students.

Connections to the PARCC Assessment

The proposed PARCC Assessment System will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

- *Reading complex texts:* This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages. Both close, analytic reading and comparing and synthesizing ideas across texts are expected.
- *Writing effectively when using and/or analyzing sources:* This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, and

[1] The Model Content Frameworks, from grade 3 through grade 11, align with the PARCC Assessment System for those grades. A companion document with model content frameworks for grades K–2 will be written in 2012.

analyzing and presenting that evidence in writing.

- *Conducting and reporting on research:* This expands on "writing when analyzing sources" to require students to demonstrate their ability to gather resources, evaluate their relevance and report on information and ideas they have investigated (i.e., to conduct research to answer questions or to solve problems).

- *Speaking and listening:* This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

- *Language use for reading, writing and speaking:* This requires students to have a strong command of grammar, and spoken and written academic English.

The importance of these skills is reflected in the emphasis the Model Content Frameworks place on students needing regular opportunities to grapple with the close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future PARCC assessments.

Structure of the Model Content Frameworks for ELA/Literacy

The Model Content Framework for each grade level (grades 3-11) is divided into four sections:

1. Narrative Summary of the ELA Standards,

2. The Model Content Framework Chart,

3. Key Terms and Concepts for the Model Content Framework Chart, and

4. Writing and Speaking and Listening Standards Progressions Charts.

As described below, the four sections capture the key emphases within the standards for reading, writing, speaking and listening, and language (including vocabulary). These emphases reflect the research basis for the standards found in Appendix A of the Common Core State Standards. ***These emphases will also be reflected on PARCC assessments.***

Section 1: Narrative Summary of the ELA Standards

The first section highlights the crucial and distinct insights from the ELA/Literacy standards for grades 3–5 and the ELA standards for grades 6–11. This succinct overview of the standards sets the stage for Section 2: The Model Content Framework Chart.

Section 2: The Model Content Framework Chart

The second section presents a visual overview of the standards in a particular grade level, noting crucial reading demands and writing emphases for instructional planning. The module chart (an example of which appears below) offers a model of how the standards for a particular grade level could be organized into four instructional modules to aid states and districts in developing instructional tools. As noted above, the Model Content Frameworks offer one way of organizing the standards—in this

instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules.

The chart is meant to illustrate and provide context for the standards, ***but not replace the standards themselves***.

The Model Content Framework Chart reflects the integrated nature of reading, writing and research (as indicated by the arrows illustrating the connections among them). Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module. As indicated by the bar that stretches across the chart, reading, writing and research rest on a fundamental skill set that includes citing evidence, analyzing content, using correct grammar, acquiring and applying vocabulary, conducting discussions and reporting findings.[2]

Sample Model Content Framework Chart

Modules	Reading Complex Texts RL/RI.X.10		Writing About Texts W.X.1–2, 4–6, 9–10		Research Project W.X.7–9, RL/RI.X.1–10	Narrative Writing W.X.3–6, 10
	# of Short Texts	1 Extended Text	Routine Writing	# of Analyses	1 Research Project	# of Narratives
A	Literature: # Informational texts: #	Literature	Develop & convey understanding	Focus on opinions/ arguments	Integrate knowledge from sources when composing	Convey experiences
B	Literature: # Informational texts: #	Informational	Develop & convey understanding	Focus on inform & explain	Integrate knowledge from sources when composing	Convey experiences
C	Literature: # Informational texts: #	Literature	Develop & convey understanding	Focus on inform & explain	Integrate knowledge from sources when composing	Convey experiences
D	Literature: # Informational texts: #	Informational	Develop & convey understanding	Focus on opinions/ arguments	Integrate knowledge from sources when composing	Convey experiences

For Reading and Writing in Each Module*

Cite evidence RL/RI.X.1	Analyze content RL/RI.X.2–9, SL.X.2–3	Study & apply grammar L.X.1–3, SL.X.6	Study & apply vocabulary L.X.4–6	Conduct discussions SL.X.1	Report findings SL.X.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

It is important to note that the Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. What changes from module to module is the focus and emphasis on the types of texts read and written about; what remains constant across all four modules is the cultivation of students' literacy skills in preparation for college and career

[2] In grades 3–5, the charts also reference the Foundational Skills in Reading.

readiness as well as the future PARCC assessments.[3]

Section 3: Key Terms and Concepts for the Model Content Framework Chart

This section explains the elements that appear within the Model Content Framework Chart. As noted above, these elements not only play a key role within the standards but also reflect critical emphases that will be addressed within the PARCC Assessment System.

Reading complex texts: The Model Content Frameworks highlight the importance of focusing on the close, sustained analysis of complex text.[4] A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.[5]

Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining its meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and the key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. Close, analytic reading entails the careful gathering of observations about a text and careful consideration about what those observations taken together add up to—from the smallest linguistic matters to larger issues of overall understanding and judgment.

Reading complex text also encompasses the productive comparison and synthesis of ideas. Readers use the meaning developed through the analysis of particular words, phrases, sentences and paragraphs to elaborate on the connections among ideas across multiple texts. Once each source is read and understood, students can give attention to integrating what they have recently read with readings they have previously encountered and knowledge they have previously acquired. By drawing on relevant prior knowledge, students can make comparisons between what they have just read to previous

[3] It should be noted that while the modules above articulate a baseline of essential knowledge and skills derived from the standards, they do not intend to limit the types of texts educators may use.

[4] Complex text is typified by a combination of longer sentences, a higher proportion of less-frequent words, and a greater number and variety of words with multiple meanings. In higher grade levels, complex text involves higher levels of abstraction, more subtle and multidimensional purposes, and a wider variety of writing styles—all of which place greater demands on working memory. Research is under way to develop clear, common definitions for measuring text complexity that can be consistent across different curricula and publishers. The immediate recommendation is for teachers to select texts that are within the appropriate band of complexity (like those listed in Appendix B of the standards), using currently available quantitative measures, and then make keener distinctions using a blend of qualitative measures (such as a text's levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) to determine when to teach a given text. See Appendix A and especially the chart on pages 13 and 14 in the standards for a preliminary list of qualitative measures.

[5] Ericcson, K. A., and W. Kintsch. 1993. "The Role of Deliberate Practice in the Acquisition of Expert Performance." *Psychological Review* 100(3):363–406; Plant, E. A., et al. 2005. "Why study time does not predict grade point average across college students: Implications of deliberate practice for academic performance." *Contemporary Educational Psychology* 30; Ericcson, K. A., and W. Kintsch. 1999. "The Role of Long Term Working Memory in Text Comprehension." *Psychologia*; Kintsch, W. 2009. "Learning and constructivism." *Constructivist Instruction: Success or failure?* eds. Tobias and Duffy. New York: Routledge; Hampton, S., and E. Kintsch. 2009. "Supporting Cumulative Knowledge Building Through Reading." In *Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom*, eds. Parris, Fisher, and Headley. International Reading Association; Heller, R., and C. Greenleaf. 2007. *Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement.* Washington, D.C.: Alliance for Excellent Education; The Education Trust. 2006. *Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students*; ACT. 2006. *Reading Between the Lines*.

learning and assess how the text expands or challenges that knowledge. Comparison and synthesis of ideas across multiple texts allows students to thoroughly demonstrate reading comprehension as defined by the entirety of the reading standards. This type of reading is also essential when conducting research, where students build and present knowledge through integration, comparison and synthesis of ideas.

Each module in the Model Content Frameworks suggests that educators select a minimum number of grade-level-appropriate short texts of sufficient complexity for close, analytic reading as well as one extended text.[6] While short texts might include a poem, short story or magazine article, extended texts would include novels or book-length informational texts, a magazine with a series of related articles or stories, or even a website with multiple related pages of grade-level complex text to navigate. Choosing short texts that complement the extended text will create coherence in a module.

In lower grades, texts should include content from across the disciplines. In upper grades, other content-area teachers are encouraged to consider how best to implement reading across the disciplines while retaining the appropriate mix of literary and informational texts appropriate to the grade level.[7] To become career and college ready, students must have access to and grapple with works of exceptional content and craft that span many genres, cultures and eras both for the insights they offer and as models for students' own thinking and writing.[8] Texts should be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives. These texts should also include classic works that have broad resonance and are alluded to and quoted often, such as foundational literary works, influential political documents, and seminal historical and scientific texts. These complex texts should allow students to draw ample evidence from them and present their analyses in writing and speaking. They should also vary in type (including new media texts), length and density, requiring students to slow down or read more quickly depending on their purpose for reading. Not only do students need to be able to read closely, but also they need to be able to read larger volumes of text when necessary for research or other purposes.

In addition, all students need access to a wide range of materials on a variety of topics and genres in order to develop their knowledge and joy of reading. Students' classrooms and school libraries need to provide this wide array of texts to ensure that students have opportunities to independently read texts of their own choosing during and outside of the school day. Independent reading should include texts at a student's independent reading level and texts with complexity levels that are challenging and motivating.

Writing about texts: The Model Content Frameworks reflect the emphasis found in the Writing Standards that students must develop the ability to write effectively and proficiently. While narrative writing is given prominence in early grades, as the grade level increases, the standards (and therefore the Model Content Frameworks) shift the focus to writing arguments or informational pieces which

[6] Leveled texts that are below grade-band level in complexity are not a substitute; the standards indicate students should be reading grade-band-level, complex text. Flexibility is built in for educators to build progressions of more complex texts within grade-band levels (e.g., grades 4–5, 6–8, 9–12) that overlap to a limited degree with earlier bands, but reading text from the appropriate band level lies at the core of the Model Content Frameworks.

[7] In elementary grades, there is a 50/50 balance of literature and non-fiction texts, whereas in high school, informational texts are to be more prominently featured.

[8] An extensive list of grade-level-appropriate complex texts appears in Appendix B of the standards. Though it offers numerous examples, instructors and curriculum planners are encouraged to go beyond this list to select other grade-level complex texts.

analyze sources (including writing about research they have performed). Studies show that learning to present important information in an organized piece of writing helps students generate a deeper understanding of a text. Indeed, whether taking notes or answering questions about a text, or crafting a summary or an extended response regarding what they have read, students improve both their reading comprehension and their writing skills when writing in response to texts.[9] Thus, each module includes routine writing in response to prompts designed to answer questions and even to brainstorm ideas—the type of writing critical for improving reading comprehension as well as for building writing skills. This writing can take the form of notes, summaries, learning logs, writing to learn tasks, or even a response to a short text selection or an open-ended question.[10]

In addition, each grade-level framework addresses more formal, structured analytic writing that either advances an argument or explains an idea. The Model Content Frameworks are organized with the expectation that students will respond to high-quality, text-dependent prompts about what they have read by framing a debate or informing the reader about what they have learned through writing. Rigorous, text-dependent questions require students to demonstrate that they can follow the details of what is explicitly stated and make valid claims and inferences that square with the evidence in the text. These responses can vary in length based on the questions asked and tasks performed, from answering brief questions to crafting multi-paragraph responses in upper grades.

Just as the standards suggest, this should include writing under time constraints as well as engaging in longer writing projects that last several days (including possibly requiring students to make revisions to strengthen a piece of writing over multiple drafts). As a result, this array of writing tasks will prepare students for critical college- and career-readiness skills: presenting credible evidence from texts, crafting coherent and well-developed prose, and writing clearly with sufficient command of academic English.

Research project: The Model Content Frameworks give special prominence to research tasks, reflecting the deep connection research has to building and integrating knowledge while developing expertise on various topics. Where possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. Through a progression of research tasks, students are called upon to present their findings in a variety of modes in informal and formal contexts appropriate to the grade level (e.g., through oral presentations, argumentative or explanatory compositions, or multimedia products).

Narrative writing: In addition to the analytic and explanatory writing expected of students, the standards also reflect the need for students to write narratives.[11] From the importance of organization to the nuance of word choice, shaping narratives that reflect real or imagined experiences or events reinforces what students are learning elsewhere. Narratives also provide an additional opportunity for students to reflect on and to emulate what they have read through imaginative writing. The close attention to detail required by students to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks. As students mature as writers, their skill with

[9] Graham, S., and M. A. Hebert. 2010. *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report.* Washington, D.C.: Alliance for Excellent Education.

[10] In keeping with the standards, such responses should leverage technology, expanding on more traditional modes of written expression to include using digital sources to draft, revise and edit work as well as to conduct research, including evaluating websites for authenticity and credibility.

[11] In grade school, students write narratives 35 percent of the time; that amount is reduced gradually to 20 percent in high school.

narrative techniques also advances their analytic and explanatory prose. To tell an interesting story effectively or to provide an accurate account of an historical incident requires students to present vivid, relevant details to situate events in a time and place and also to craft a structure that lends a larger shape and significance to those details. As an easily-grasped and widely-used way to share information and ideas with others, narrative writing is a principal ingredient to writing forms directly relevant to college and career readiness.

For reading and writing in each module: Lastly, each module includes an explanation of the knowledge and skills that may be integrated with all standards, from citing evidence and analyzing content to applying grammar correctly. This section of the chart emphasizes the critical role of building content knowledge by learning and using new vocabulary, engaging in focused formal and informal discussions, and reporting findings in multiple formats. As demonstrated in the standards, each of these skills is an essential element when reading and writing about texts. (In addition for grades 3–5, students acquire and develop foundational reading skills throughout the academic year.)

Cite evidence and analyze content: The Reading and Writing Standards highlighted within the Model Content Frameworks stress that students learn to draw sufficient evidence from a range of different types of complex text from across the disciplines. For example, depending on the text, students may be asked to determine the main idea, the point of view and even the meaning of words and phrases as part of gathering and analyzing evidence.

Understand and apply grammar: The Model Content Frameworks reflect the standards' expectation that students will gain a strong command of the grammar and usage of spoken and written academic English through extensive practice, which is needed to be college and career ready.[12] They call for students to be able to discern the difference between a formal and an informal speaking occasion and use appropriate diction and tone.

Understand and apply vocabulary: Encouraged in the Model Content Frameworks is a systematic approach to teaching academic vocabulary in context, giving students a sense of the connections and patterns in language and providing them with opportunities to acquire word meanings through reading and listening as well as through writing and speaking.[13] By focusing on academic vocabulary, or Tier 2 words, students will build fluency, improve reading comprehension and be more prepared to access a wide range of complex texts.[14] Students will learn to pay attention to the impact of specific word choices when reading and choose words deliberately to shape their own writing and speaking.

[12] Weaver, C., et al. May 2006. "Grammar intertwined throughout the writing process: An 'inch wide and a mile deep.'" *English Teaching: Practice and Critique* 5(1):77–101.

[13] Reflecting the latest research in vocabulary instruction, the standards divide words into three tiers: everyday words like "boat" and "red" (Tier 1), academic words like "principle" and "courage" (Tier 2), and domain-specific terminology like "photosynthesis" (Tier 3). While Tier 1 words are implicitly learned by students and Tier 3 words are terms specific to a discipline and typically defined within texts, Tier 2 words provide the critical word knowledge needed for understanding all types of texts. See Appendix A of the CCSS for a more extensive explanation of the research behind vocabulary acquisition.

[14] National Institute of Child Health and Human Development. 2000. *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. NIH Publication No. 00-4769. Washington, D.C.: U.S. Government Printing Office.

Conduct discussions and report findings: Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing well, and research shows that oral language competence is strongly predictive of the ease with which students learn to read and write.[15] The Model Content Frameworks reinforce habits of mind that aid in the mastery of the printed word and directly target speaking and listening skills in a purposeful and systematic way. They direct students to learn how to participate effectively in real, substantive discussions around text-related topics and issues to provide them with opportunities to build confidence and extend knowledge regarding a text by connecting their ideas with those of others through reporting their findings.

Foundational reading skills: In addition to the knowledge and skills noted above, based on a substantial body of research, the Model Content Frameworks address the standards' expectation that students in grades 3–5 acquire and develop an understanding of phonics and word analysis skills and to build their fluency through independent reading and opportunities to analyze closely how the syntax and meaning of the text influence expression and phrasing.[16]

Section 4: Writing and Speaking and Listening Standards Progressions Charts

The fourth and final section includes two standards progression charts for each grade level: a Writing Standards Progression Chart and a Speaking and Listening Progression chart. The charts trace (in side-by-side fashion) the changes to the standards between the previous and current grade level. Each row of the chart is devoted to highlighting the shifts in a single standard. Below is a sample of an overview chart for Writing Standard 1 in grade 5:

Grade 4, Standard 1 (W.4.1)	**Grade 5, Standard 1 (W.5.1)**
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.

[15] Pence, K. L., and L. M. Justice. 2007. *Language development from theory to practice.* Upper Saddle River, N.J.: Prentice-Hall; Sticht, T. G., and J. H. James. 1984. "Listening and reading." In *Handbook of reading research*, eds. Pearson et al., 1:293–317. White Plains, N.Y.: Longman.

[16] National Institute of Child Health and Human Development. 2000. *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. NIH Publication No. 00-4769. Washington, D.C.: U.S. Government Printing Office.

Literacy Standards for Other Disciplines and the Model Content Frameworks

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. Accordingly, educators in all disciplines bear some responsibility for ensuring the literacy of the students in their classes. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into instructional programming.

The standards for grades 3–5 include expectations regarding reading, writing, speaking, listening and language that apply to a range of subjects, *including but not limited to English language arts*. Accordingly, in the Model Content Frameworks for grades 3–5, some texts will involve reading from across the disciplines. The standards for grades 6–12 include standards for ELA and separate but closely related literacy standards for history/social studies, science and technical subjects. This dual set of standards reflects the primary role ELA teachers have in developing students' literacy skills while at the same time acknowledging that teachers in other disciplines play a critical role in developing student literacy. History/social studies, science and technical subject teachers are encouraged to review the Model Content Frameworks collaboratively with ELA teachers to coordinate literacy instruction, especially in the key areas of reading and writing.

Using the Model Content Frameworks to Support All Students

It is critical that all students are able to demonstrate mastery of the skills and knowledge described in the standards. PARCC recognizes the importance of equity, access and fairness in its assessments and aligned materials. To help meet these goals, PARCC will work with its Accessibility, Accommodations, and Fairness Technical Working Group—a group of national experts—throughout the development process to ensure the learning experience of all students is aligned to the high expectations of the standards.

Conclusion

Guided by the above considerations, the Model Content Frameworks offered in this document present the standards in an integrated fashion that will be useful for curriculum developers and teachers alike, while also providing insight and guidance for the development of the future PARCC Assessment System. By systematically weaving together the standards into modules that progressively develop student understanding from grades 3–11, the Model Content Frameworks offer one way of envisioning how to emphasize the critical advances in the standards by focusing on essential knowledge and skills that students must develop for college and career readiness.

Narrative Summary of ELA/Literacy Standards for Grade 3

The Common Core State Standards call for students in grade 3 to proficiently read grade-appropriate complex literature and informational text (RL/RI.3.10) such that they can ask and answer questions by referring explicitly to a text (RL/RI.3.1). Students delve deeply into texts to uncover both the central message and supporting details, identifying the logical connections between sentences and paragraphs in a text. They can compare and contrast two or more works with the same topic, author or character, describing the traits, motivations and feelings of characters or how ideas relate to one another. Additional Standards for Reading Literature (RL.3.2–9) and Standards for Reading Informational Text (RI.3.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Helping students understand what they read is a crucial element of grade 3. In grades K–2, children begin to master the decoding skills described in the Standards for Reading: Foundational Skills. Third graders use these emerging skills to negotiate multisyllabic words, which in turn increases their fluency and confidence when reading new and unfamiliar material. Students emerge from grade 3 with an ever-expanding academic vocabulary that they use in their writing and speaking.

In support of the reading standards, students are taught to ask questions of a speaker or classmate to deepen understanding of the material in ways elaborated in the Standards for Speaking and Listening. Students read aloud fluently and offer appropriate elaboration on the ideas of classmates, building on what has been said before.

Two new Writing Standards (W.3.4 and W.3.10) are introduced in grade 3. They expect students to develop and organize writing in a manner appropriate to the task and purpose and to write routinely for a range of timeframes and contexts. Gaining expertise at writing narratives teaches students to describe accurately what happened and helps them recognize and select the most relevant information when reading. Students' readings of history and science texts provide models of connecting and sequencing ideas when writing to inform/explain or to express an opinion. In all student writing, the use of specific facts and descriptive details is emphasized, as is correct spelling and punctuation.

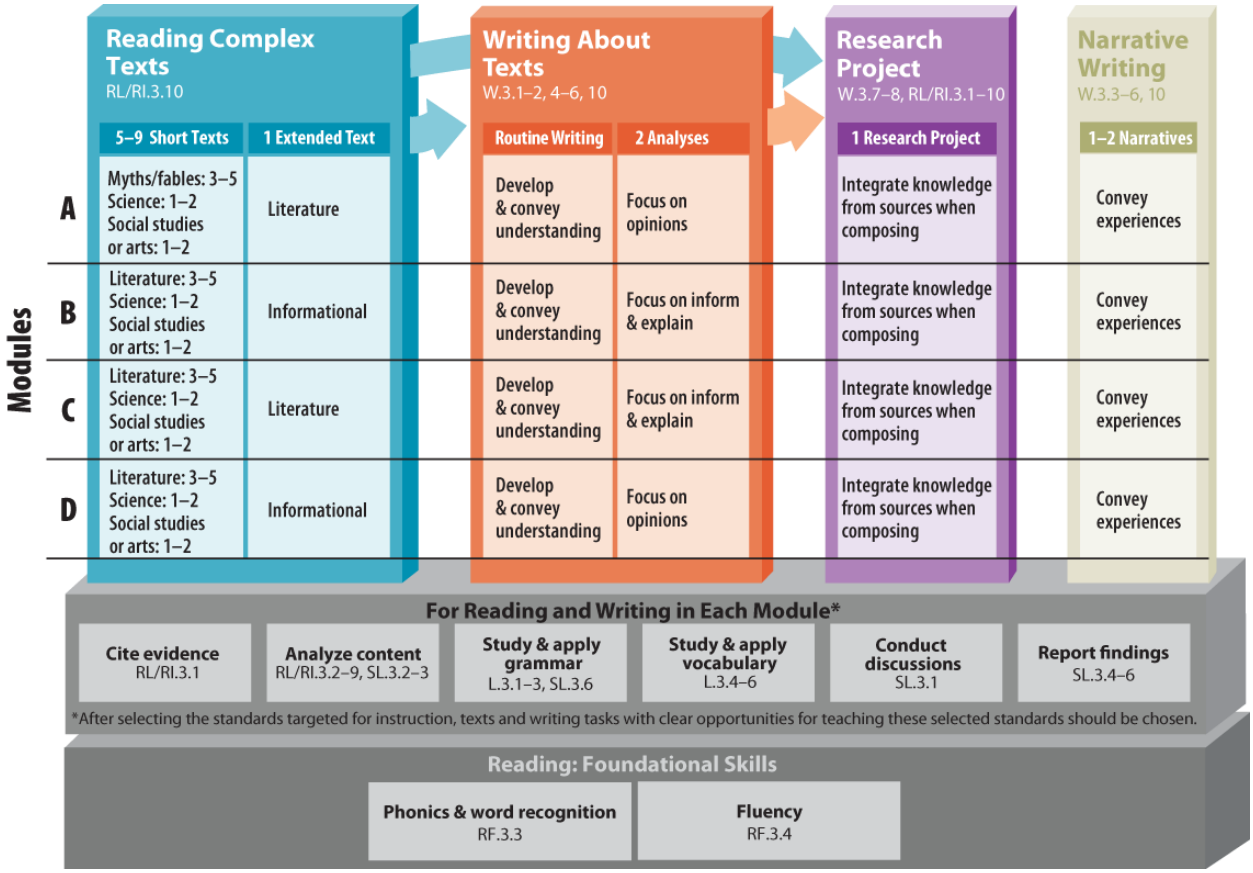
There are two additional instructional priorities to address over the course of grade 3 regarding the foundational skills of reading:

1. Grade 3 is a pivotal year for students to build their word analysis skills so that they are reliably able to make sense of multisyllabic words in books (RF.3.3).

2. Reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student's fluency level. Students who have not yet achieved grade-level fluency and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.3.4).

ELA/Literacy Model Content Framework Chart for Grade 3

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.[17] As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 3 ELA/Literacy Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

[17] The CCSS K–5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3–5 than in grades 6–12.

Five to nine short texts from across the curriculum: Selections would include short texts from across the curriculum of sufficient complexity for close reading (with emphasis in one module on reading myths/fables) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking.[18] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, p. 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, p. 31).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing should be **65 percent analytical** (30 percent opinions and 35 percent to explain/inform) and **35 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[19]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least two analyses per module: All analytic writing should put a premium on using evidence (RL/RI.3.1), as well as on crafting works that display some logical integration and coherence (W.3.4, W.3.5 and L.3.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting longer responses, allowing teachers to assess

[18] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

[19] To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

a student's ability to paraphrase, infer and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge about a topic drawn from one or more texts from the module, taking brief notes on sources and sorting evidence into provided categories. Students can present their findings in a variety of modes in both informal and more formal contexts.[20]

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is to be able to discern and cite evidence from the text to support assertions. In grade 3, students should refer explicitly to the text as the basis for answers (RL/RI.3.1).

Analyze content: The content of each text should determine which standards (RL/RI.3.2–9 and SL.3.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.3.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.3.4–6).[21] Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understandings in light of the discussion (SL.3.1).

Report findings: Students should tell a story, recount an experience or report on a topic or text with

[20] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[21] For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

appropriate facts and descriptive details, speaking clearly at an appropriate pace (SL.3.4–6).

For Reading Foundation Skills in Each Module:

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.3.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.3.4).

Writing Standards Progression from Grade 2 to Grade 3

In grade 3, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.3.1–3).

Specific changes in the Writing Standards from grade 2 to grade 3 are highlighted in the chart below:

Grade 2, Standard 1 (W.2.1)	**Grade 3, Standard 1 (W.3.1)**
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.
Grade 2, Standard 2 (W.2.2)	**Grade 3, Standard 2 (W.3.2)**
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas

	within categories of information. d. Provide a concluding statement or section.
Grade 2, Standard 3 (W.2.3)	**Grade 3, Standard 3 (W.3.3)**
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
Grade 2, Standard 4	**Grade 3, Standard 4 (W.3.4)**
(Begins in grade 3)	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 2, Standard 5 (W.2.5)	**Grade 3, Standard 5 (W.3.5)**
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)
Grade 2, Standard 6 (W.2.6)	**Grade 3, Standard 6 (W.3.6)**
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Grade 2, Standard 7 (W.2.7)	**Grade 3, Standard 7 (W.3.7)**
Participate in shared research and writing projects (e.g., read a number of books on a single topic to	Conduct short research projects that build

produce a report; record science observations).	knowledge about a topic.
Grade 2, Standard 8 (W.2.8)	**Grade 3, Standard 8 (W.3.8)**
Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 2, Standard 9	**Grade 3, Standard 9**
(Begins in grade 4)	(Begins in grade 4)
Grade 2, Standard 10	**Grade 3, Standard 10 (W.3.10)**
(Begins in grade 3)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 2 to Grade 3

In grade 3, students speak with growing maturity to convey ideas and information clearly. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 2 to grade 3 are highlighted in the chart below:

Grade 2, Standard 1 (SL.2.1)	**Grade 3, Standard 1 (SL.3.1)**
Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under

	discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
Grade 2, Standard 2 (SL.2.2)	**Grade 3, Standard 2 (SL.3.2)**
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 2, Standard 3 (SL.2.3)	**Grade 3, Standard 3 (SL.3.3)**
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Grade 2, Standard 4 (SL.2.4)	**Grade 3, Standard 4 (SL.3.4)**
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Grade 2, Standard 5 (SL.2.5)	**Grade 3, Standard 5 (SL.3.5)**
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Grade 2, Standard 6 (SL.2.6)	**Grade 3, Standard 6 (SL.3.6)**
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)

Narrative Summary of ELA/Literacy Standards for Grade 4

The Common Core State Standards call for students in grade 4 to continue to build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text (RL/RI.4.10) such that they can draw on or infer specific details and examples from the text (RL/RI.4.1). Students perform specific tasks targeted in the standards, from describing how focusing on different details affects a text to summarizing both the main and supporting ideas, explaining what happened and why, and recognizing allusions to significant characters found in mythology. They are expected to offer reasons and evidence to support particular points being made in a single text and integrate information from two texts on the same topic or theme (including traditional literature from different cultures). Additional Standards for Reading Literature (RL.4.2–9) and Standards for Reading Informational Text (RI.4.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

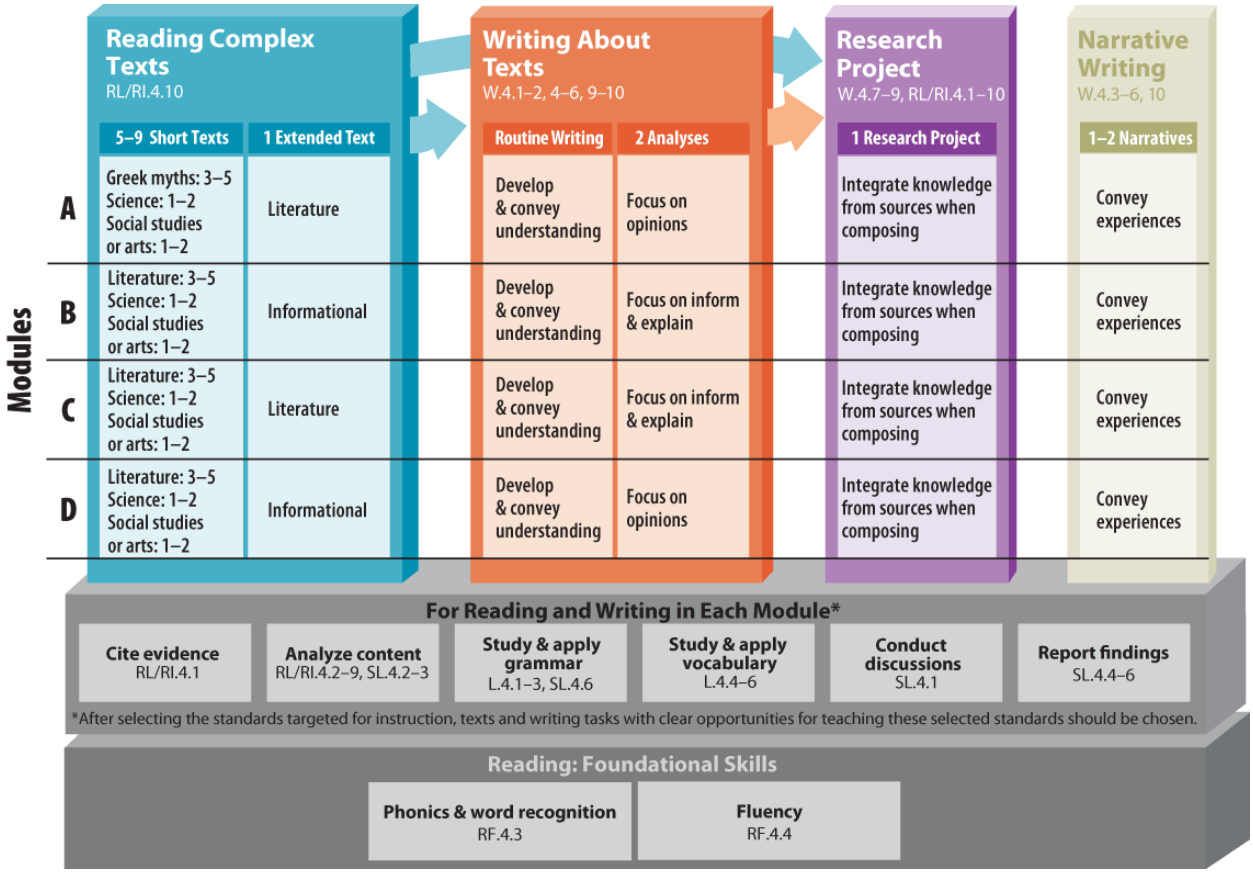
When participating in class, students should both paraphrase accurately and respond effectively with information during discussions in ways elaborated in the Standards for Speaking and Listening. Reading complex texts that range across literature, history, the arts and the sciences will also build the vocabulary skills of students as well as improve their fluency and confidence, leading to success in later grades.

One new Writing Standard that begins in grade 4 supports the close connection between reading and writing (W.4.9). It requires students to draw evidence from literary and informational texts to support analysis, reflection and research. Students should be able to produce a variety of written texts, including opinion pieces, explanations, narratives and short research projects—each of which presents evidence in an organized fashion to clarify the topic under discussion for the intended audience.

The Standards for Reading: Foundational Skills specifies that in addition to the continued development of word analysis skills (RF.4.3), reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student's fluency level. Students not yet fluent and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.4.4).

ELA/Literacy Model Content Framework Chart for Grade 4

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.[22] As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 4 ELA/Literacy Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

[22] The CCSS K–5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3–5 than in grades 6–12.

Five to nine short texts from across the curriculum: Selections would include short texts of sufficient complexity for close reading (with emphasis in one module on reading Greek myths) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[23] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, p. 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, p. 31).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas from across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing should be **65 percent analytical** (30 percent opinions and 35 percent to explain/inform) and **35 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[24]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least three to four analyses per module: All analytic writing should put a premium on using evidence (RL/RI.4.1 and W.4.9), as well as on crafting works that display a degree of logical integration and coherence (W.4.4, W.4.5 and L.4.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph

[23] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

[24] To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

responses, allowing teachers to assess a student's ability to paraphrase, infer and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[25]

Narrative Writing:

Students are expected to write two to three narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 4, students should refer to details and examples from the text when explaining what the text says explicitly and when drawing inferences from the text (RL/RI.4.1).

Analyze content: The content of each text should determine which standards (RL/RI.4.2–9 and SL.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.4.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.4.4–6).[26] Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one,

[25] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[26] For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

small group, teacher-led) enabling them to build effectively on one another's ideas while clearly explaining their own (SL.4.1).

Report findings: Students should orally tell a story, recount an experience, or report on a topic or text in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes while speaking clearly at an appropriate pace (SL.4.4–6).

For Reading Foundation Skills in Each Module:

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.4.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.4.4).

Writing Standards Progression from Grade 3 to Grade 4

In grade 4, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of one page in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.4.1–3).

Specific changes in the Writing Standards from grade 3 to grade 4 are highlighted in the chart below:

Grade 3, Standard 1 (W.3.1)	**Grade 4, Standard 1 (W.4.1)**
Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.
Grade 3, Standard 2 (W.3.2)	**Grade 4, Standard 2 (W.4.2)**
Write informative/explanatory texts to examine a	Write informative/explanatory texts to examine a

topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Grade 3, Standard 3 (W.3.3)	**Grade 4, Standard 3 (W.4.3)**
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Grade 3, Standard 4 (W.3.4)	**Grade 4, Standard 4 (W.4.4)**
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific

specific expectations for writing types are defined in standards 1–3 above.)	expectations for writing types are defined in standards 1–3 above.)
Grade 3, Standard 5 (W.3.5)	**Grade 4, Standard 5 (W.4.5)**
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
Grade 3, Standard 6 (W.3.6)	**Grade 4, Standard 6 (W.4.6)**
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Grade 3, Standard 7 (W.3.7)	**Grade 4, Standard 7 (W.4.7)**
Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Grade 3, Standard 8 (W.3.8)	**Grade 4, Standard 8 (W.4.8)**
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Grade 3, Standard 9	**Grade 4, Standard 9 (W.4.9)**
(Begins in grade 4)	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support

	particular points in a text").
Grade 3, Standard 10 (W.3.10)	**Grade 4, Standard 10 (W.4.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 3 to Grade 4

In grade 4, students speak (both in informal discussions and more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 3 to grade 4 are highlighted in the chart below:

Grade 3, Standard 1 (SL.3.1)	**Grade 4, Standard 1 (SL.4.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Grade 3, Standard 2 (SL.3.2)	**Grade 4, Standard 2 (SL.4.2)**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 3, Standard 3 (SL.3.3)	**Grade 4, Standard 3 (SL.4.3)**
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.
Grade 3, Standard 4 (SL.3.4)	**Grade 4, Standard 4 (SL.4.4)**
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Grade 3, Standard 5 (SL.3.5)	**Grade 4, Standard 5 (SL.4.5)**
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Grade 3, Standard 6 (SL.3.6)	**Grade 3, Standard 6 (SL.3.6)**
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)

Narrative Summary of ELA/Literacy Standards for Grade 5

Guided by the Common Core State Standards**,** students in grade 5 will read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods (RL/RI.5.10) such that they will be able to quote accurately and explicitly to support inferences (RL/RI.5.1). Students delve deeply into texts and build their knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. They can explain how elements of a story or text interact and describe how different points of view influence the description of events. Students also learn how to trace the development of a topic in texts of the same genre and integrate the information they glean. Additional Standards for Reading Literature (RL.5.2–9) and Standards for Reading Informational Text (RI.5.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

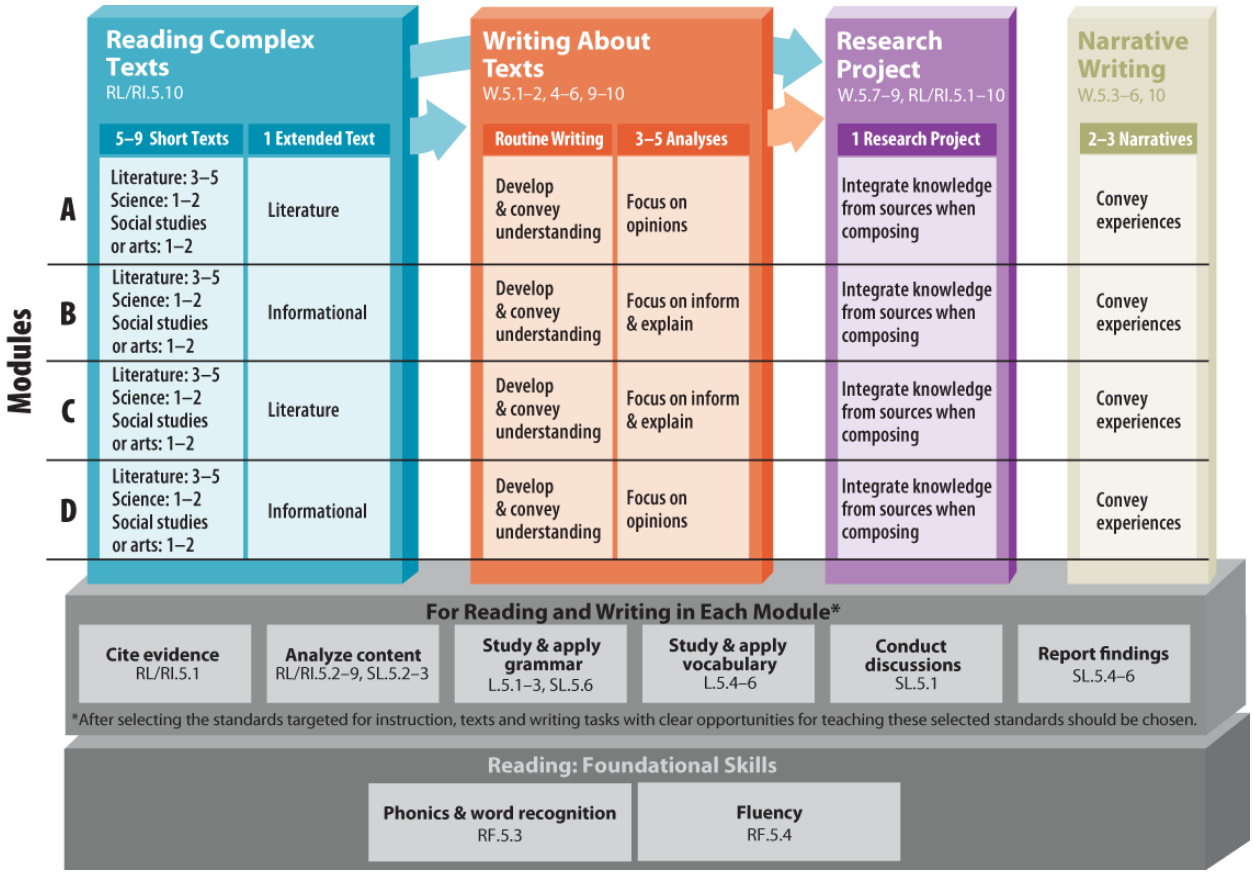
In discussions, not only will students be able to contribute accurate and relevant information and comment on the remarks of others (as specified by the Standards in Speaking and Listening), but also they will be able to synthesize what they read from multiple sources. Gaining practice at acquiring and employing precise words is a critical element of their development this year.

Throughout grade 5, students conduct research and write multi-paragraph stories and essays, working on employing detailed descriptions, providing ample evidence and grouping related information as specified by the Writing Standards. Students will respond critically to both literary and informational sources over the course of the year, writing both short- and long-form pieces while honing their appreciation for the nuances of grammar, usage and punctuation. Revision and editing will play a bigger role in their writing as well.

The Standards for Reading: Foundational Skills specifies that in addition to continuing to build their word analysis skills (RF.5.3), the reading fluency of students should be assessed at the start of the year to determine their fluency level and rechecked during the course of the year. Students not yet fluent and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.5.4).

ELA/Literacy Model Content Framework Chart for Grade 5

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.[27] As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 5 ELA/Literacy Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

Five to nine short texts from across the curriculum: Selections would include short texts of sufficient

[27] The CCSS K–5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3–5 than in grades 6–12.

complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[28] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth and drama, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, p. 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, p. 31).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing should be **65 percent analytical** (30 percent opinion and 35 percent to explain/inform) and **35 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[29]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least three to five analyses per module: All analytic writing should put a premium on using evidence (RL/RI.5.1 and W.5.9) as well as on crafting works that display a degree of logical integration and coherence (W.5.4, W.5.5 and L.5.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph

[28] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

[29] To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

responses, allowing teachers to assess a student's ability to paraphrase, infer and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to have performed research that includes listing sources and summarizing or paraphrasing findings. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[30]

Narrative Writing:

Students are expected to write two to three narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understanding of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 5, students should quote accurately from a text when both explicitly explaining the text and making inferences (RL/RI.5.1).

Analyze content: The content of each text should determine which standards (RL/RI.5.2–9 and SL.5.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.5.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.5.4–6).[31] Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led) enabling them to elaborate on the points of others while clearly explaining

[30] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[31] For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

their own. They should review key ideas expressed and draw conclusions based on the information gained from the discussions (SL.5.1).

Report findings: Students should report on a topic or a text, sequencing ideas logically with appropriate facts and details and an eye toward the needs of the audience by speaking clearly at an appropriate pace (SL.5.4–6).

For Reading Foundation Skills in Each Module:

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.5.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.5.4).

Writing Standards Progression from Grade 4 to Grade 5

In grade 5, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.5.1–3). Specific changes in the Writing Standards from grade 4 to grade 5 are highlighted in the chart below:

Grade 4, Standard 1 (W.4.1)	**Grade 5, Standard 1 (W.5.1)**
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
Grade 4, Standard 2 (W.4.2)	**Grade 5, Standard 2 (W.5.2)**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Grade 4, Standard 3 (W.4.3)	**Grade 5, Standard 3 (W.5.3)**
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Grade 4, Standard 4 (W.4.4)	**Grade 5, Standard 4 (W.5.4)**
Produce clear and coherent writing in which the development and organization are appropriate to	Produce clear and coherent writing in which the development and organization are appropriate to

task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 4, Standard 5 (W.4.5)	**Grade 5, Standard 5 (W.5.5)**
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
Grade 4, Standard 6 (W.4.6)	**Grade 5, Standard 6 (W.5.6)**
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Grade 4, Standard 7 (W.4.7)	**Grade 5, Standard 7 (W.5.7)**
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Grade 4, Standard 8 (W.4.8)	**Grade 5, Standard 8 (W.5.8)**
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Grade 4, Standard 9 (W.4.9)	**Grade 5, Standard 9 (W.5.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
b. Apply grade 4 Reading standards to	b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an

informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Grade 4, Standard 10 (W.4.10)	**Grade 5, Standard 10 (W.5.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 4 to Grade 5

In grade 5, students speak (both in informal discussions and more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups. Specific changes in the Speaking and Listening Standards from grade 4 to grade 5 are highlighted in the chart below:

Grade 4, Standard 1 (SL.4.1)	**Grade 5, Standard 1 (SL.5.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade 4, Standard 2 (SL.4.2)	Grade 5, Standard 2 (SL.5.2)
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Grade 4, Standard 3 (SL.4.3)	**Grade 5, Standard 3 (SL.5.3)**
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade 4, Standard 4 (SL.4.4)	**Grade 5, Standard 4 (SL.5.4)**
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 4, Standard 5 (SL.4.5)	**Grade 5, Standard 5 (SL.5.5)**
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Grade 4, Standard 6 (SL.4.6)	**Grade 5, Standard 6 (SL.5.6)**
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)

Narrative Summary of ELA Standards for Grade 6

In grade 6, the Common Core State Standards expect students to proficiently read grade-appropriate complex literature and informational text (RL/RI.6.10) while further developing the ability to cite textual evidence to support analyses (RL/RI.6.1). Students focus on examining how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence. They analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Additional Standards for Reading Literature (RL.6.2–9) and Standards for Reading Informational Text (RI.6.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

According to the Speaking and Listening Standards, students also share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words.

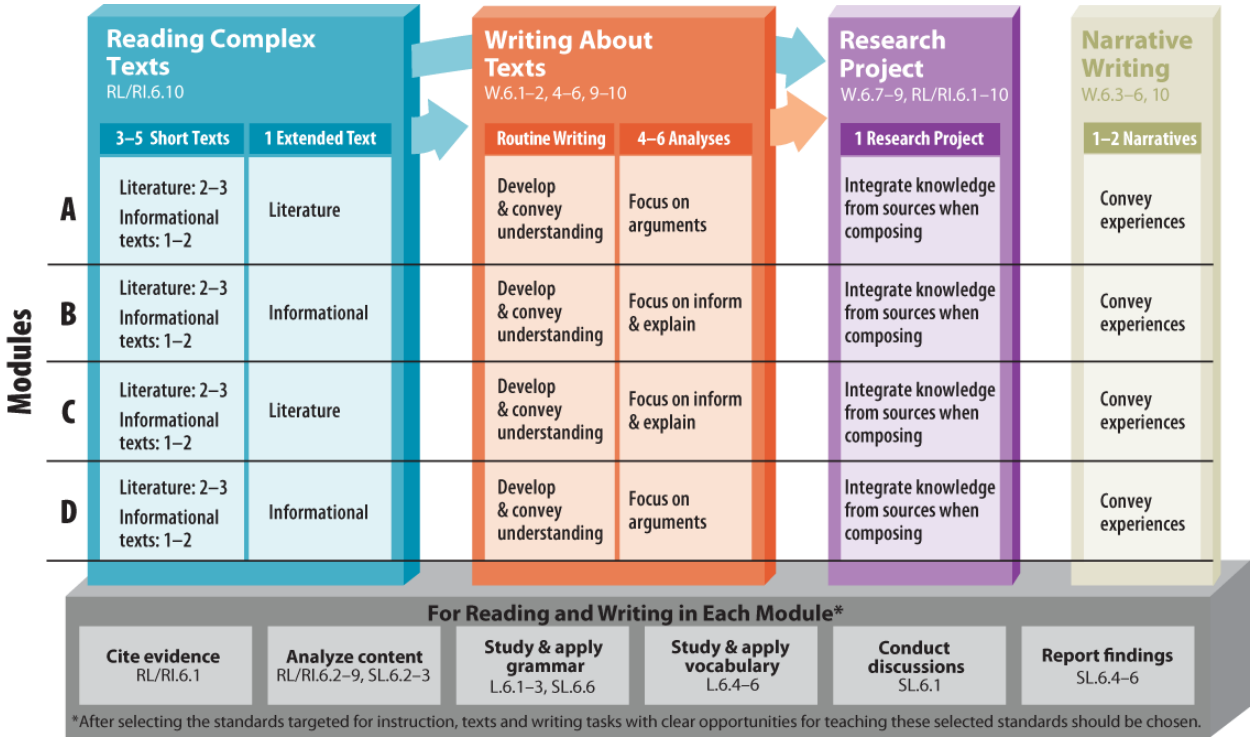
Students in grade 6 are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. The Writing Standards specify that students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

Literacy Standards for Other Disciplines in Grades 6–8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 6

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (though not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 6 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

> *Three to five short texts:* Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses

in writing as well as through speaking.[32] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas from across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[33]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.6.1 and W.6.9) as well as on crafting works that display logical integration and coherence (W.6.4, W.6.5 and L.6.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student's ability to paraphrase, infer and integrate the ideas they have gleaned

[32] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

[33] To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This entails gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the credibility of each source, effectively and accurately quote or paraphrase sources and include basic bibliographic information in their research. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[34]

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 6, students should explicitly refer to a text when both explaining it and making inferences (RL/RI.6.1).

Analyze content: The content of each text should determine which standards (RL/RI.6.2–9 and SL.6.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.6.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.6.4–6).[35] Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

[34] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[35] For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as review key ideas expressed and demonstrate understanding through reflection and paraphrasing (SL.6.1).

Report findings: Using appropriate eye contact, adequate volume and clear pronunciation, students orally present claims in a logical, coherent manner to accentuate main ideas or themes.

Writing Standards Progression from Grade 5 to Grade 6

In grade 6, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of three pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.6.1–3).

Specific changes in the Writing Standards from grade 5 to grade 6 are highlighted in the chart below:

Grade 5, Standard 1 (W.5.1)	**Grade 6, Standard 1 (W.6.1)**
Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
Grade 5, Standard 2 (W.5.2)	**Grade 6, Standard 2 (W.6.2)**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions,	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include

concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
Grade 5, Standard 3 (W.5.3)	**Grade 6, Standard 3 (W.6.3)**
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
Grade 5, Standard 4 (W.4.5)	**Grade 6, Standard 4 (W.6.4)**
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are

standards 1–3 above.)	defined in standards 1–3 above.)
Grade 5, Standard 5 (W.5.5)	**Grade 6, Standard 5 (W.6.5)**
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
Grade 5, Standard 6 (W.5.6)	**Grade 6, Standard 6 (W.6.6)**
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Grade 5, Standard 7 (W.5.7)	**Grade 6, Standard 7 (W.6.7)**
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Grade 5, Standard 8 (W.5.8)	**Grade 6, Standard 8 (W.6.8)**
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 5, Standard 9 (W.5.9)	**Grade 6, Standard 9 (W.6.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text,

reasons and evidence support which point[s]").	distinguishing claims that are supported by reasons and evidence from claims that are not").
Grade 5, Standard 10 (W.5.10)	**Grade 6, Standard 10 (W.6.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 5 to Grade 6

In grade 6, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 5 to grade 6 are highlighted in the chart below:

Grade 5, Standard 1 (SL.5.1)	**Grade 6, Standard 1 (SL.6.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade 5, Standard 2 (SL.5.2)	Grade 6, Standard 2 (SL.6.2)
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Grade 5, Standard 3 (SL.5.3)	**Grade 6, Standard 3 (SL.6.3)**
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade 5, Standard 4 (SL.5.4)	**Grade 6, Standard 4 (SL.6.4)**
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)

PARCC Model Content Framework for ELA/Literacy for Grade 7

Narrative Summary of ELA Standards for Grade 7

In grade 7, the Common Core State Standards expect students to demonstrate an emerging sophistication in their ability to read challenging complex texts closely (RL/RI.7.10) such that they can cite multiple instances of specific evidence to support their assertions (RL/RI.7.1). By the end of grade 7, students should be able to recognize the interplay between setting, plot and characters, and provide an objective summary of a text apart from their own reaction to it. They are adept at stepping back to compare and contrast different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. In similar fashion, students can trace how an argument develops within a text and assess the validity of the evidence. Additional Standards for Reading Literature (RL.7.2–9) and Standards for Reading Informational Text (RI.7.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Following the guidelines in the Speaking and Listening Standards, in discussions and in writing, students make their reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims. Their vocabulary has developed to the point where they can distinguish between denotative and connotative meaning and can analyze the impact of specific word choice on tone.

The growing maturity as writers (as reflected in the expectations of the Writing Standards) means they are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Their writing is more structured, with clear introductions and conclusions as well as useful transitions to create cohesion and clarify relationships among ideas. In their writing, they acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism.

Literacy Standards for Other Disciplines in Grades 6–8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 7

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (though not replace engaging with the standards themselves).

Modules	Reading Complex Texts RL/RI.7.10		Writing About Texts W.7.1–2, 4–6, 9–10		Research Project W.7.7–9, RL/RI.7.1–10	Narrative Writing W.7.3–6, 10
	3–5 Short Texts	1 Extended Text	Routine Writing	4–6 Analyses	1 Research Project	1–2 Narratives
A	Literature: 2–3 Informational texts: 1–2	Literature	Develop & convey understanding	Focus on arguments	Integrate knowledge from sources when composing	Convey experiences
B	Literature: 2–3 Informational texts: 1–2	Informational	Develop & convey understanding	Focus on inform & explain	Integrate knowledge from sources when composing	Convey experiences
C	Literature: 2–3 Informational texts: 1–2	Literature	Develop & convey understanding	Focus on inform & explain	Integrate knowledge from sources when composing	Convey experiences
D	Literature: 2–3 Informational texts: 1–2	Informational	Develop & convey understanding	Focus on arguments	Integrate knowledge from sources when composing	Convey experiences

For Reading and Writing in Each Module*

Cite evidence RL/RI.7.1	Analyze content RL/RI.7.2–9, SL.7.2–3	Study & apply grammar L.7.1–3, SL.7.6	Study & apply vocabulary L.7.4–6	Conduct discussions SL.7.1	Report findings SL.7.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Key Terms & Concepts for Grade 7 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA Standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[36] Educators can create coherence within the curriculum as a

[36] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas from across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[37]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.7.1 and W.7.9), as well as on crafting works that display logical integration and coherence (W.7.4, W.7.5 and L.7.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student's ability to paraphrase, infer and integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

[37] To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This entails gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to have performed research that assesses the accuracy of sources and uses a standard citation format to acknowledge the conclusions of others. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[38]

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 7, students should cite multiple pieces of evidence when both explicitly explaining the text and making inferences based upon it (RL/RI.7.1).

Analyze content: The content of each text should determine which standards (RL/RI.7.2–9 and SL.7.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.7.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.7.4–6).[39] Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as acknowledge new information

[38] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[39] For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

and modify their understanding as warranted (SL.7.1).

Report findings: Using appropriate eye contact, adequate volume and clear pronunciation, students orally present claims in a logical, coherent manner with pertinent descriptions and details to accentuate main ideas or themes (SL.7.4–6).

Writing Standards Progression from Grade 6 to Grade 7

In grade 7, students write with increasing sophistication to present the relationships between ideas and information efficiently. Students are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.7.1–3).

Specific changes in the Writing Standards from grade 6 to grade 7 are highlighted in the chart below:

Grade 6, Standard 1 (W.6.1)	**Grade 7, Standard 1 (W.7.1)**
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 6, Standard 2 (W.6.2)	**Grade 7, Standard 2 (W.7.2)**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g.,	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include

charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Grade 6, Standard 3 (W.6.3)	**Grade 7, Standard 3 (W.7.3)**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Grade 6, Standard 4 (W.6.4)	**Grade 7, Standard 4 (W.7.4)**
Produce clear and coherent writing in which the	Produce clear and coherent writing in which the

development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 6, Standard 5 (W.6.5)	**Grade 7, Standard 5 (W.7.5)**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)
Grade 6, Standard 6 (W.6.6)	**Grade 7, Standard 6 (W.7.6)**
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Grade 6, Standard 7 (W.6.7)	**Grade 7, Standard 7 (W.7.7)**
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Grade 6, Standard 8 (W.6.8)	**Grade 7, Standard 8 (W.7.8)**
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Grade 6, Standard 9 (W.6.9)	**Grade 7, Standard 9 (W.7.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or

poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
Grade 6, Standard 10 (W.6.10)	**Grade 7, Standard 10 (W.7.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 6 to Grade 7

In grade 7, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 6 to grade 7 are highlighted in the chart below:

Grade 6, Standard 1 (SL.6.1)	**Grade 7, Standard 1 (SL.7.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and

under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
Grade 6, Standard 2 (SL.6.2)	**Grade 7, Standard 2 (SL.7.2)**
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Grade 6, Standard 3 (SL.6.3)	**Grade 7, Standard 3 (SL.7.3)**
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Grade 6, Standard 4 (SL.6.4)	**Grade 7, Standard 4 (SL.7.4)**
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 6, Standard 5 (SL.6.5)	**Grade 7, Standard 5 (SL.7.5)**
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Grade 6, Standard 6 (SL.6.6)	**Grade 7, Standard 6 (SL.7.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)

Narrative Summary of ELA Standards for Grade 8

In grade 8, the Common Core State Standards expect students to grapple with high-quality, complex nonfiction texts and great works of literature (RL/RI.8.10). Starting in grade 8, the focus of informational texts begins to shift from narrative to exposition. Students who leave grade 8 know how to cite the textual evidence that most strongly supports an analysis or critique (RL/RI.8.1). Eighth graders are primed to question an author's assumptions and assess the accuracy of his or her claims, and by the end of grade 8, they are adept at reading closely and uncovering evidence to use in their own writing. Students can, for instance, analyze in writing two or more texts that provide conflicting information on the same topic and identify whether the disagreement is over facts or interpretation. They can analyze how point of view can be manipulated to create specific effects like dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character or highlight an idea. Additional Standards for Reading Literature (RL.8.2–9) and Standards for Reading Informational Text (RI.8.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

The Speaking and Listening Standards detail how students are to draw explicitly upon their reading and research in discussions. They respond to questions constructively by offering up relevant evidence, observations and ideas. By grade 8, students have developed a rich vocabulary of academic words, which they use to speak and write with more precision.

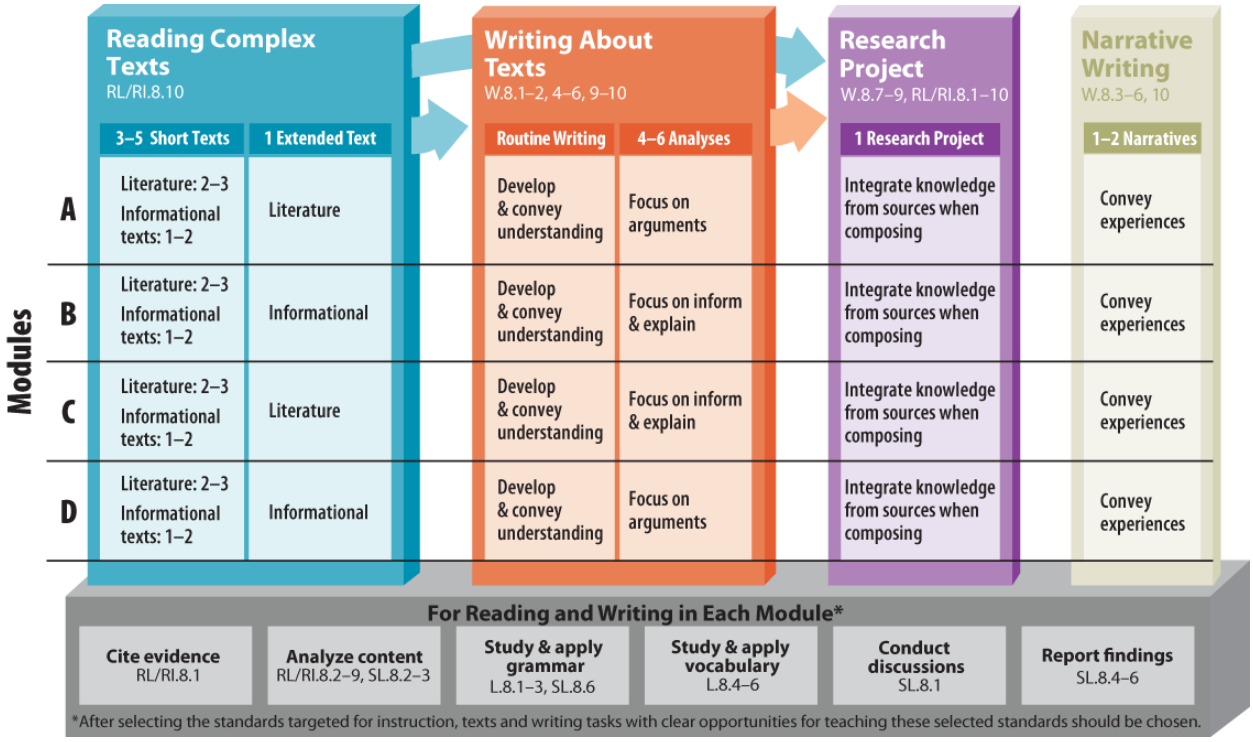
In addition, eighth graders write with increasing sophistication, focusing on organizing ideas, concepts and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements. The Writing Standards specify that students should be able to distinguish their claims from alternate or opposing claims and use words and phrases to clarify the relationships and transitions among claim(s), counterclaims, reasons and evidence.

Literacy Standards for Other Disciplines in Grades 6–8

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 8

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (though not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 8 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses

in writing as well as through speaking.[40] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **70 percent analytical** (35 percent argument and 35 percent to explain/inform) and **30 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[41]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.8.1 and W.8.9) as well as on crafting works that display logical integration and coherence (W.8.4, W.8.5 and L.8.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student's ability to paraphrase, infer and integrate the ideas they have gleaned

[40] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

[41] To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to perform research that assesses the accuracy of sources and acknowledges the conclusions of others without plagiarizing. Students can present their findings in a variety of modes in both informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[42]

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support assertions. In grade 8, students should cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences (RL/RI.8.1).

Analyze content: The content of each text should determine which standards (RL/RI.8.2–9 and SL.8.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.8.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.8.4–6).[43] Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the

[42] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[43] For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

words effectively when writing and speaking.

Conduct discussions: Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as acknowledge new information and qualify or justify their own views in light of the evidence presented (SL.8.1).

Report findings: Using appropriate eye contact, adequate volume and clear pronunciation, students orally present claims in a logical, coherent manner with valid reasoning and relevant evidence to accentuate main ideas or themes (SL.8.4–6).

Writing Standards Progression from Grade 7 to Grade 8

In grade 8, students write with increasing sophistication to present the relationships between ideas and information efficiently. Students are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.8.1–3).

Specific changes in the Writing Standards from grade 7 to grade 8 are highlighted in the chart below:

Grade 7, Standard 1 (W.7.1)	**Grade 8, Standard 1 (W.8.1)**
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 7, Standard 2 (W.7.2)	**Grade 8, Standard 2 (W.8.2)**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of

relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Grade 7, Standard 3 (W.7.3)	**Grade 8, Standard 3 (W.8.3)**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Grade 7, Standard 4 (W.7.4)	**Grade 8, Standard 4 (W.8.4)**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 7, Standard 5 (W.7.5)	**Grade 8, Standard 5 (W.8.5)**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
Grade 7, Standard 6 (W.7.6)	**Grade 8, Standard 6 (W.8.6)**
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Grade 7, Standard 7 (W.7.7)	**Grade 8, Standard 7 (W.8.7)**
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Grade 7, Standard 8 (W.7.8)	**Grade 8, Standard 8 (W.8.8)**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade 7, Standard 9 (W.7.9)	Grade 8, Standard 9 (W.8.9)
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Grade 7, Standard 10 (W.7.10)	**Grade 8, Standard 10 (W.8.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grade 7 to Grade 8

In grade 8, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 7 to grade 8 are highlighted in the chart below:

Grade 7, Standard 1 (SL.7.1)	Grade 8, Standard 1 (SL.8.1)
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or

or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
Grade 7, Standard 2 (SL.7.2)	**Grade 8, Standard 2 (SL.8.2)**
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Grade 7, Standard 3 (SL.7.3)	**Grade 8, Standard 3 (SL.8.3)**
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Grade 7, Standard 4 (SL.7.4)	**Grade 8, Standard 4 (SL.8.4)**
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 7, Standard 5 (SL.7.5)	**Grade 8, Standard 5 (SL.8.5)**
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Grade 7, Standard 6 (SL.7.6)	**Grade 8, Standard 6 (SL.8.6)**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

Narrative Summary of ELA Standards for Grade 9

In grade 9, the Common Core State Standards challenge students to investigate a wide range of literary genres as well as delve deeply into substantive, complex expository works of nonfiction (RL/RI.9.10) such that they can "read like a detective" and uncover critical clues for building analyses of texts (RL/RI.9.1). Entering high school, students become increasingly aware of the choices authors make and how writers emphasize particular examples or details and stitch them together into a coherent whole. At this stage of their academic careers, students provide objective summaries that incorporate both inferences drawn from the text and citations extracted directly from what they have read. Students study the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature. Additional Standards for Reading Literature (RL.9.2–9) and Standards for Reading Informational Text (RI.9.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Students in grade 9 emerge with an understanding of the importance of employing academic English in their prose and can differentiate between different modes of speech or language when speaking or crafting prose. The Standards in Speaking and Listening offer details regarding how students can constructively join in conversations and participate in groups to share their insights and ideas both orally and in writing.

The grade 9 Writing Standards specify that students should express themselves in multiple writing formats, from investigative reports and literary analyses to summations and research papers. With regard to research, students in the beginning years of high school should conduct several research projects, using more complex materials and specialized sources than they did in elementary and middle school. Across all writing formats, students are able to develop a central idea, maintain a coherent focus in their writing and elaborate the points they make with well-documented and relevant examples, facts and details. Through writing and conversation, students internalize the expectations of academic written and spoken English and resolve issues regarding usage by consulting style guides.

Literacy Standards for Other Disciplines in Grades 9–10

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 9

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).

Modules	Reading Complex Texts RL/RI.9.10		Writing About Texts W.9.1–2, 4–6, 9–10		Research Project W.9.7–9, RL/RI.9.1–10	Narrative Writing W.9.3–6, 10
	3–5 Short Texts	1 Extended Text	Routine Writing	4–6 Analyses	1 Research Project	1 Narrative
A	World literature: 2–3 Informational texts: 1–2	World literature	Develop & convey understanding	Focus on arguments	Integrate knowledge from sources when composing	Convey experiences
B	Literature: 2–3 U.S. historical documents: 1–2	Informational	Develop & convey understanding	Focus on inform & explain	Integrate knowledge from sources when composing	Convey experiences
C	World literature: 2–3 Informational texts: 1–2	World literature	Develop & convey understanding	Focus on inform & explain	Integrate knowledge from sources when composing	Convey experiences
D	Literature: 2–3 U.S. historical documents: 1–2	Informational	Develop & convey understanding	Focus on arguments	Integrate knowledge from sources when composing	Convey experiences

For Reading and Writing in Each Module*

Cite evidence RL/RI.9.1	Analyze content RL/RI.9.2–9, SL.9.2–3	Study & apply grammar L.9.1–3, SL.9.6	Study & apply vocabulary L.9.4–6	Conduct discussions SL.9.1	Report findings SL.9.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

Key Terms & Concepts for Grade 9 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading (with emphasis in two modules on reading U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as

through speaking.[44] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[45]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.9.1 and W.9.9) as well as on crafting works that display a high degree of logical integration and coherence (W.9.4, W.9.5 and L.9.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student's ability to paraphrase, infer and integrate the ideas

[44] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

[45] To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected to assess the usefulness of each source, refocus their research during the process when appropriate and integrate the information gathered in a manner that maintains the flow of ideas. Students can present their findings in a variety of modes in informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[46]

Narrative Writing:

Students are expected to write one narrative per module that reflects real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature, and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 9, students should cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences (RL/RI.9.1).

Analyze content: The content of each text should determine which standards (RL/RI.9.2–9 and SL.9.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.9.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.9.4–6).[47] Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the

[46] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

[47] For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others' ideas and clearly expressing their own based on evidence. They should relate the current discussion to broader themes or larger ideas, respond thoughtfully to diverse perspectives to ensure a hearing for a full range of positions on an issue, verify or challenge ideas and resolve contradictions when possible (SL.9.1).

Report findings: Students should orally present claims and supporting evidence clearly, concisely and logically while ensuring that the development, substance and style are appropriate to purpose, audience and task (SL.9.4–6).

Writing Standards Progression from Grade 8 to Grades 9–10

In grades 9 and 10, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.9–10.1–3).

Specific changes in the Writing Standards from grade 8 to grades 9–10 are highlighted in the chart below:

Grade 8, Standard 1 (W.8.1)	**Grades 9–10, Standard 1 (W.9–10.1)**
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which

	they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 8, Standard 2 (W.8.2)	**Grades 9–10, Standard 2 (W.9–10.2)**
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Grade 8, Standard 3 (W.8.3)	**Grades 9–10, Standard 3 (W.9–10.3)**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event

event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Grade 8, Standard 4 (W.8.4)	**Grades 9–10, Standard 4 (W.9–10.4)**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 8, Standard 5 (W.8.5)	**Grades 9–10, Standard 5 (W.9–10.5)**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
Grade 8, Standard 6 (W.8.6)	**Grades 9–10, Standard 6 (W.9–10.6)**
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information

to interact and collaborate with others.	and to display information flexibly and dynamically.
Grade 8, Standard 7 (W.8.7)	**Grades 9–10, Standard 7 (W.9–10.7)**
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grade 8, Standard 8 (W.8.8)	**Grades 9–10, Standard 8 (W.9–10.8)**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Grade 8, Standard 9 (W.8.9)	**Grades 9–10, Standard 9 (W.9–10.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Grade 8, Standard 10 (W.8.10)	**Grades 9–10, Standard 10 (W.9–10.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter	Write routinely over extended time frames (time for research, reflection, and revision) and shorter

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Progression from Grade 8 to Grades 9–10

In grades 9-10, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 8 to grades 9–10 are highlighted in the chart below:

Grade 8, Standard 1 (SL.8.1)	**Grades 9–10, Standard 1 (SL.9–10.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new

	connections in light of the evidence and reasoning presented.
Grade 8, Standard 2 (SL.8.2)	**Grades 9–10, Standard 2 (SL.9–10.2)**
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Grade 8, Standard 3 (SL.8.3)	**Grades 9–10, Standard 3 (SL.9–10.3)**
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Grade 8, Standard 4 (SL.8.4)	**Grades 9–10, Standard 4 (SL.9–10.4)**
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Grade 8, Standard 5 (SL.8.5)	**Grades 9–10, Standard 5 (SL.9–10.5)**
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grade 8, Standard 6 (SL.8.6)	**Grades 9–10, Standard 6 (SL.9–10.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Narrative Summary of ELA Standards for Grade 10

In grade 10, the Common Core State Standards expect students to examine both a diverse set of literary genres as well as pursue their investigation of substantive, complex expository works of nonfiction (RL/RI.10.10) such that they become adept investigators and can analyze the meaning of both literary and nonfiction works (RL/RI.10.1).[48] By grade 10, students firmly grasp how authors craft their prose and how writers make their argument(s) cohere. They are adept at comparing and contrasting how ideas, themes or concepts are presented in two different artistic mediums in which different details are emphasized. Students are asked to analyze the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature. Additional Standards for Reading Literature (RL.10.2–9) and Standards for Reading Informational Text (RI.10.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Through discussion and writing, students have a deepening grasp of academic English and can utilize the right mode of speech or language when speaking or crafting prose. The Standards in Speaking and Listening offer insights into how students in grade 10 can participate in a variety of settings through constructively listening and sharing their ideas both orally and in writing.

At this point, the Writing Standards specify that 10th graders confidently express themselves in diverse writing formats and prose settings, from investigative reports and literary analyses to summations and research papers. With regard to research, students in the beginning years of high school should conduct several research projects, using more complex materials and specialized sources than they did in elementary and middle school. Across all writing formats, students are able to develop a central idea, maintain a coherent focus in their writing and elaborate the points they make with well-documented and relevant examples, facts and details. Through writing and conversation, students internalize the expectations of academic written and spoken English and resolve issues regarding usage by consulting style guides.

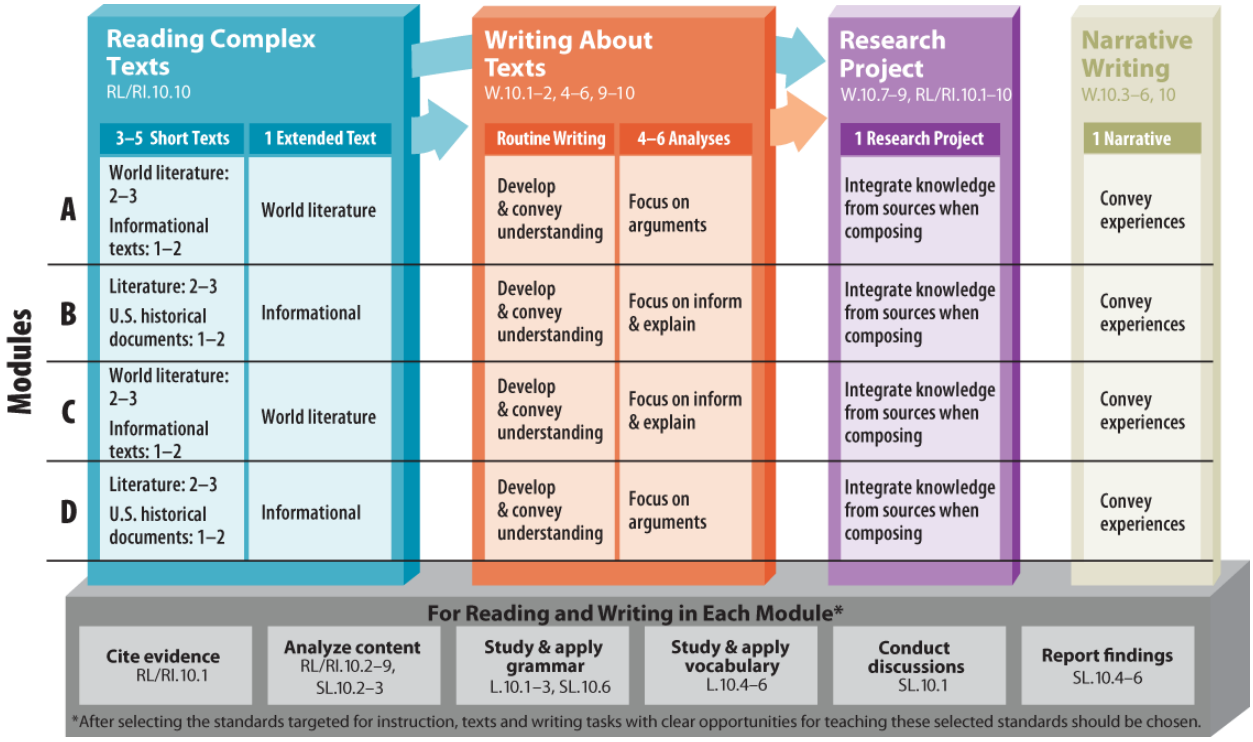
Literacy Standards for Other Disciplines in Grades 9–10

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

[48] It should be noted that the standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the standards use two-year bands in grades 9–12 to allow schools, districts and states flexibility in high school course design.

ELA Model Content Framework Chart for Grade 10

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.[49] As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 10 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature that students are expected to read. Fulfilling the ELA standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

[49] The CCSS K-5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3–5 than in grades 6–12.

Three to five short texts: Selections would include short texts of sufficient complexity for close reading (with emphasis in two modules on reading U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.[50] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[51]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.10.1 and W.10.9) as well as on crafting works that display a high degree of logical integration

[50] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

[51] To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

and coherence (W.10.4, W.10.5 and L.10.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student's ability to paraphrase, infer and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions incorporating research.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the usefulness of each source, refocus their research when appropriate during the process and integrate the information gathered in a manner that maintains the flow of ideas. Students can present their findings in a variety of modes in informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[52]

Narrative Writing:

Students are expected to write one narrative per module that reflects real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g. short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 10, students should cite the textual evidence that most strongly supports their analysis when both explicitly explaining the text and making inferences (RL/RI.10.1).

Analyze content: The content of each text should determine which standards (RL/RI.10.2–9 and SL.10.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.10.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words

[52] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

per week for each text (L.10.4–6).[53] Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others' ideas and clearly expressing their own based on evidence. They should relate the current discussion to broader themes or larger ideas, respond thoughtfully to diverse perspectives to ensure a hearing for a full range of positions on an issue, verify or challenge ideas and resolve contradictions when possible (SL.10.1).

Report findings: Students should orally present claims and supporting evidence clearly, concisely and logically while ensuring that the development, substance and style are appropriate to purpose, audience and task (SL.10.4–6).

Writing Standards Progression from Grade 8 to Grades 9–10

In grades 9 and 10, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.9–10.1–3).

Specific changes in the Writing Standards from grade 8 to grades 9–10 are highlighted in the chart below:

Grade 8, Standard 1 (W.8.1)	**Grades 9–10, Standard 1 (W.9–10.1)**
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and

[53] For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

	counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade 8, Standard 2 (W.8.2)	**Grades 9–10, Standard 2 (W.9–10.2)**
Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade 8, Standard 3 (W.8.3)	Grades 9–10, Standard 3 (W.9–10.3)
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. c. Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Grade 8, Standard 4 (W.8.4)	**Grades 9–10, Standard 4 (W.9–10.4)**
Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 8, Standard 5 (W.8.5)	**Grades 9–10, Standard 5 (W.9–10.5)**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

Grade 8, Standard 6 (W.8.6)	Grades 9–10, Standard 6 (W.9–10.6)
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Grade 8, Standard 7 (W.8.7)	**Grades 9–10, Standard 7 (W.9–10.7)**
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grade 8, Standard 8 (W.8.8)	**Grades 9–10, Standard 8 (W.9–10.8)**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Grade 8, Standard 9 (W.8.9)	**Grades 9–10, Standard 9 (W.9–10.9)**
Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient;	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and

recognize when irrelevant evidence is introduced").	sufficient; identify false statements and fallacious reasoning").
Grade 8, Standard 10 (W.8.10)	**Grades 9–10, Standard 10 (W.9–10.10)**
Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Speaking and Listening Progression from Grade 8 to Grades 9–10

In grades 9-10, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. Students are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 8 to grades 9–10 are highlighted in the chart below:

Grade 8, Standard 1 (SL.8.1)	**Grades 9–10, Standard 1 (SL.9–10.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 8 topics*, *texts and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grades 9–10 topics*, *texts and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or

	challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Grade 8, Standard 2 (SL.8.2)	**Grades 9–10, Standard 2 (SL.9–10.2)**
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Grade 8, Standard 3 (SL.8.3)	**Grades 9–10, Standard 3 (SL.9–10.3)**
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Grade 8, Standard 4 (SL.8.4)	**Grades 9–10, Standard 4 (SL.9–10.4)**
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
Grade 8, Standard 5 (SL.8.5)	**Grades 9–10, Standard 5 (SL.9–10.5)**
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grade 8, Standard 6 (SL.8.6)	**Grades 9–10, Standard 6 (SL.9–10.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Narrative Summary of ELA Standards for Grade 11

The Common Core State Standards in grade 11 call for students to be able to understand and analyze substantive, complex expository works of literary nonfiction as well as a diverse spectrum of stories, poems, plays and novels (RL/RI.11.10) such that they can produce ample amounts of evidence to support inferences (RL/RI.11.1). Students also perform a variety of complex reading tasks focused on recurrent themes in American literature and foundational works of American political philosophy, from grasping the subtleties of an author's point of view to perceiving when a text leaves matters ambiguous. They become skilled at determining how multiple themes or ideas combine and intertwine to produce a complex narrative or explanation as well as evaluating the premises, arguments and rhetoric present in seminal texts from American history. Additional Standards for Reading Literature (RL.11.2–9) and Standards for Reading Informational Text (RI.11.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Students will demonstrate their listening skills by synthesizing the comments and claims of others and exercising outstanding teamwork when functioning in groups. The Standards in Speaking and Listening detail the ways in which students in grade 11 will distinguish themselves as approaching college and career readiness by being able to respond thoughtfully when encountering diverse perspectives and by skillfully presenting findings both orally and in writing.

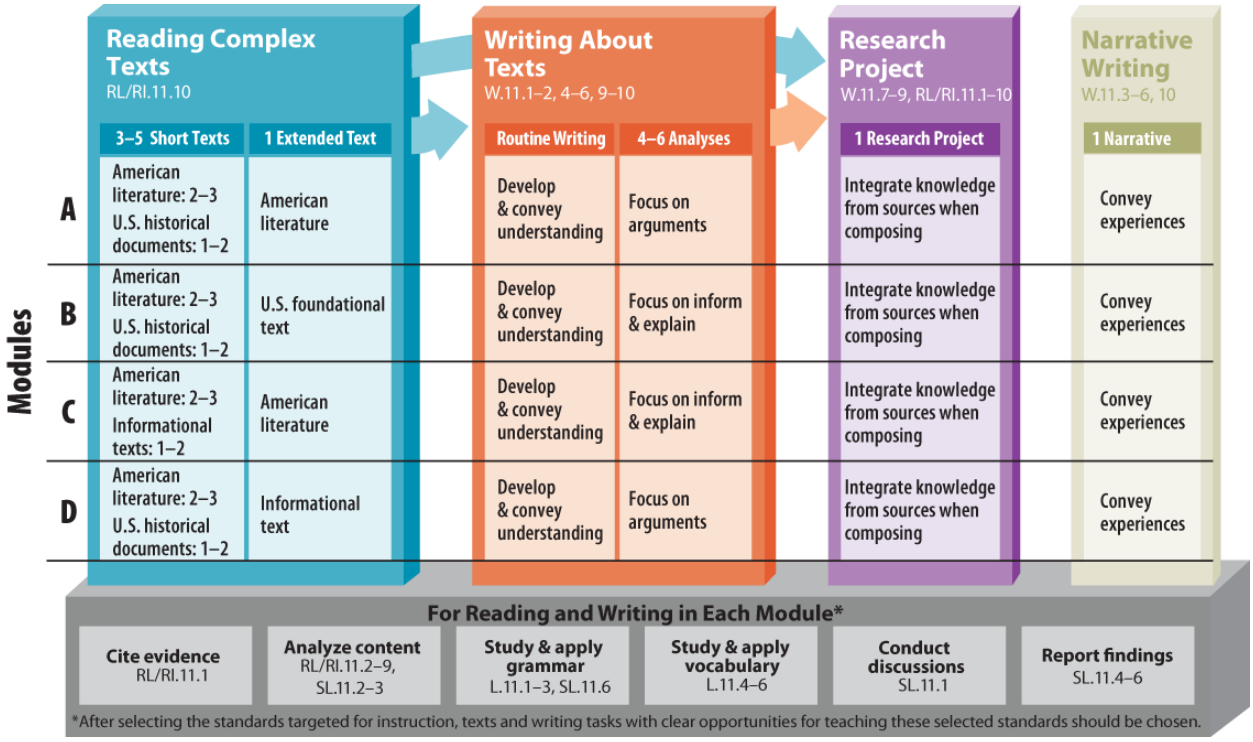
In grade 11, students begin to excel at making oral and written arguments that are logical and well-reasoned, objectively assessing the evidence on all sides of an issue. At this point, the Writing Standards specify that students should possess the fluency, flexibility and focus to produce high-quality drafts under tight deadlines and be equally proficient at editing and revising their written work (over multiple drafts if needed).

Literacy Standards for Other Disciplines in Grade 11

Central to the vision for literacy embedded within the standards and the Model Content Frameworks is that instruction in reading, writing, speaking, listening and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Since each discipline acquires, develops and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. The Model Content Frameworks provide all educators with foundational ideas for incorporating disciplinary literacy skills and practice into their instructional programming. Accordingly, they require educators in all disciplines to bear some responsibility for ensuring the literacy of the students in their classes.

ELA Model Content Framework Chart for Grade 11

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 11 ELA Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of informational texts (literary nonfiction in ELA classes) and literature students are expected to read. Fulfilling the ELA standards for grades 6–12 requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally taught. Because the ELA classroom must focus on literature (stories, drama and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes to meet the demands of the standards.

> *Three to five short texts:* Selections would include short texts of sufficient complexity for close reading (with emphasis on reading American literature and U.S. historical documents) that would allow students to draw ample evidence from the texts and present their analyses in writing as well

as through speaking.[54] Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics (Common Core State Standards, p. 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play or longer literary nonfiction), depending on the focus of the module (e.g., an American novel, play or U.S. foundational text). Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing at this level is **80 percent analytical** (40 percent argument and 40 percent to explain/inform) and **20 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.[55]

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least four to six analyses per module: All analytic writing should put a premium on using evidence (RL/RI.11.1 and W.11.9), as well as on crafting works that display a high degree of logical integration and coherence (W.11.4, W.11.5 and L.11.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting multi-paragraph responses, allowing teachers to assess a student's ability to paraphrase, infer and integrate the ideas

[54] The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

[55] To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

they have gleaned from what they have read. Over the course of the year, analytic writing should include *at least* one comparative analysis and one paper incorporating research that focuses on texts that students have read closely.

Research Project:

Each module includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem or issue. This task may entail gathering and synthesizing relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module. Students are expected at this stage to assess the strengths and limitations of each source in terms of the task, integrate the information gathered in a manner that maintains the flow of ideas and avoid overreliance on any one source. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. (Research aligned with the standards could take one to two weeks of instruction.)[56]

Narrative Writing:

Students are expected to write one narrative per module that reflects real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing. The close attention to detail required to craft an effective and coherent narrative calls upon a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards:

Cite evidence: The goal of close analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 11, students should cite strong and thorough textual evidence that supports their analysis when both explicitly explaining the text and making inferences based upon it, including where the text leaves matters uncertain (RL/RI.11.1).

Analyze content: The content of each text should determine which standards (RL/RI.11.2–9 and SL.11.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.11.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words

[56] Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

per week for each text (L.11.4–6).[57] Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led) building on others' ideas and expressing their own clearly with evidence, guided by democratic rules. Students should probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; respond thoughtfully to diverse perspectives; and synthesize comments and resolve contradictions when possible (SL.11.1).

Report findings: Students should orally present claims and supporting evidence conveying a clear and distinct perspective while ensuring that alternative or opposing perspectives are addressed and that the development, substance and style are appropriate to purpose, audience and task (SL.11.4–6).

Writing Standards Progression from Grades 9–10 to Grades 11–12

In grades 11–12, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.11–12.1–3).

Specific changes in the Writing Standards from grades 9–10 to grades 11–12 are highlighted in the chart below:

Grades 9–10, Standard 1 (W.9–10.1)	**Grades 11–12, Standard 1 (W.11–12.1)**
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

[57] For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grades 9–10, Standard 2 (W.9–10.2)	**Grades 11–12, Standard 2 (W.11–12.2)**
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which

information or explanation presented (e.g., articulating implications or the significance of the topic).	they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Grades 9–10, Standard 3 (W.9–10.3)	**Grades 11–12, Standard 3 (W.11–12.3)**
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Grades 9–10, Standard 4 (W.9–10.4)	**Grades 11–12, Standard 4 (W.11–12.4)**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grades 9–10, Standard 5 (W.9–10.5)	**Grades 11–12, Standard 5 (W.11–12.5)**
Develop and strengthen writing as needed by	Develop and strengthen writing as needed by

planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
Grades 9–10, Standard 6 (W.9–10.6)	**Grades 11–12, Standard 6 (W.11–12.6)**
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Grades 9–10, Standard 7 (W.9–10.7)	**Grades 11–12, Standard 7 (W.11–12.7)**
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grades 9–10, Standard 8 (W.9–10.8)	**Grades 11–12, Standard 8 (W.11–12.8)**
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Grades 9–10, Standard 9 (W.9–10.9)	**Grades 11–12, Standard 9 (W.11–12.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
Grades 9–10, Standard 10 (W.9–10.10)	**Grades 11–12, Standard 10 (W.11–12.10)**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards Progression from Grades 9–10 to Grades 11–12

In grade 11, students speak (both in formal presentations and in informal discussions) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups. Specific changes in the Speaking and Listening Standards from grades 9–10 to grades 11–12 are highlighted in the chart below:

Grades 9–10, Standard 1 (SL.9–10.1)	**Grades 11–12, Standard 1 (SL.11–12.1)**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and

goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Grades 9–10, Standard 2 (SL.9–10.2)	**Grades 11–12, Standard 2 (SL.11–12.2)**
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Grades 9–10, Standard 3 (SL.9–10.3)	**Grades 11–12, Standard 3 (SL.11–12.3)**
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Grades 9–10, Standard 4 (SL.9–10.4)	**Grades 11–12, Standard 4 (SL.11–12.4)**
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Grades 9–10, Standard 5 (SL.9–10.5)	**Grades 11–12, Standard 5 (SL.11–12.5)**
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of

findings, reasoning, and evidence and to add interest.	findings, reasoning, and evidence and to add interest.
Grades 9–10, Standard 6 (SL.9–10.6)	**Grades 11–12, Standard 6 (SL.11–12.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)